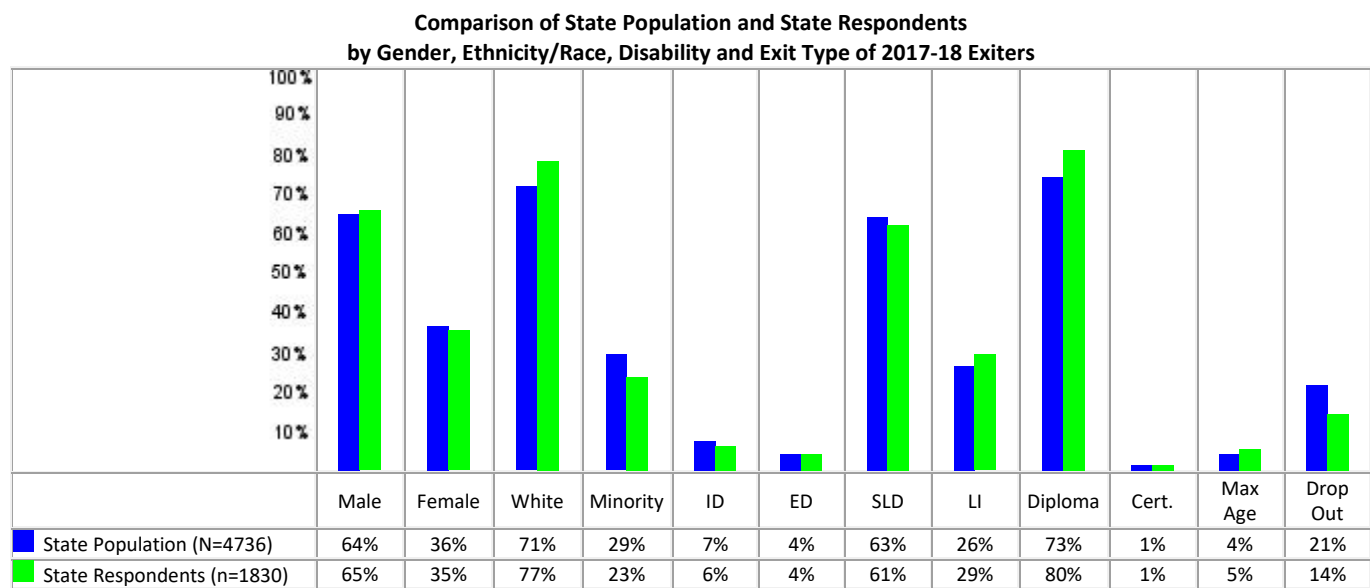


2019 Utah Statewide Report of the Post School Outcomes Survey of 2017-18 Exiters with Disabilities

This is the status report of the Utah Post School Outcomes Survey of Individuals with Disabilities. This report focuses on youth with disabilities who exited high school during the 2017-18 school year and out of high school at least one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out.

SURVEY RESPONDENTS

This table shows the comparison of the Population of youth with disabilities that exited their secondary placement in the state and are eligible to be interviewed, and the Respondents participating in an interview during the survey window of July 1 to September 30, the year after exiting their secondary placement.



Attempts were made to contact all former students that exited their educational placement during the 2017-18 school year. Of the eligible former students, 1830 interviews were successfully completed, representing 39% of exiters. Another 2906 surveys were not successfully completed.

Data reported here are based on the responses of the successfully completed interviews.

- 28% were the former student
- 67% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 2% identified themselves as someone else

61% of youth could not be contacted for an interview because:

- 6% Contacted: Declined to answer interview questions
- 0% Contacted: Unresolved language or comprehension barrier
- 0% Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 30% No contact: Unable to find # / Lost # / No phone # / Moved and no forwarding #
- 62% No contact: No answer (5 or more attempts)
- 1% Other

2% of the state population was determined to be ineligible to participate in the survey because they either no longer received special ed services, exited from special education, exited the district, were still in high school, re-enrolled, were recorded in the wrong exiting class, or were deceased.

OUTCOMES BY SURVEY AREA

Summary of Postsecondary Education and Training Outcomes

"Duplicated" means the former student may have participated in more than one thing. For example, the former student may be going to a technical college and working full-time. Indicator 14 only considers an "Unduplicated" count, or participation in one thing. For example, if the former student is attending a 4-year college, employment is not counted. On a district level, it is important to consider all of the postsecondary activities in which youth participate.

Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. "Higher Education" is the percentage of youth who have been enrolled on a full- or part-time basis in a community or technical college (2-year program), or a college or university (4-year program) for at least one complete term, at any time in the year since leaving high school.

"Other Postsecondary Education or Training" is the percentage of youth who have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g. Job Corps, adult education, workforce development program, vocational technical school, on-line courses or adult basic education) which is less than a 2-year program. Postsecondary education may also include a formal apprenticeship or short-term training program.

Participation in Postsecondary Education by Gender, Ethnicity/Race, Disability and Exit Type

40% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 20% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 20% of respondents have completed at least one term in a postsecondary education or training program within one year of leaving high school.

Duplicated Percentage of 2019 Postsecondary Education and Training Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1830)							
	Any Postsecondary Education	2-Year / Community College	4-Year College / University	Technical College	Mission or Humanitarian Program	Short-term Ed. or Training, Apprenticeship	High School Completion/ GED or Other
Total	40%	6%	9%	6%	6%	7%	4%
Male	38%	5%	7%	6%	7%	7%	4%
Female	42%	9%	12%	5%	3%	5%	3%
White	40%	6%	8%	6%	6%	6%	4%
Minority	37%	7%	10%	5%	3%	7%	3%
ID*	32%	3%	2%	3%	1%	11%	7%
ED*	31%	10%	3%	4%	1%	9%	7%
SLD*	39%	6%	9%	5%	5%	6%	2%
LI*	44%	7%	10%	7%	7%	7%	5%
Diploma	42%	8%	10%	6%	6%	6%	2%
Certificate	23%	5%	5%	5%	9%	5%	0%
Max. Age	34%	0%	1%	42%	42%	42%	42%
Drop-Out	28%	2%	2%	2%	2%	8%	11%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence							

The Table above reviews the major postsecondary education outcomes of respondents by gender, ethnicity/race, disability and exit type. Please note that respondents participated in more than one program so may be counted in multiple programs.

- 20% attend or have attended some type of postsecondary training *full-time* (12 or more credits or hours)
- 11% attend *part-time* (fewer than 12 credits or hours)
- 6% of respondents report completing their postsecondary education program, training or degree.

Respondents report completing at least one term of postsecondary education or training, full- or part-time, in the following programs:

- 4% of respondents report earning a High School Completion certificate
- 7% of respondents report attending a public or private Vocational School or short-term education program
- 7% of respondents participate in a job training program
- 6% of respondents report participating in a church mission or other humanitarian program
- 0% (less than .5%) report participating in other types of postsecondary programs, including:
 - Therapeutic Equestrian Class

3% of respondents report they attended some time since leaving high school, but discontinued their postsecondary education or training for the following reasons:

- 17% Did not want to continue their education
- 8% Couldn't afford to continue their education
- 13% Plan to go in the future
- 4% Family obligations
- 9% Health or disability-related problems
- 0% No postsecondary opportunities / None close to home
- 25% Doesn't have the necessary skills
- 0% No transportation
- 2% On waiting list for services
- 23% cite another reason they discontinued their postsecondary program

60% of respondents report they have not attended postsecondary education or training for the following reasons:

- 30% Plan to go in the future
- 30% Did not want to continue their education
- 10% Couldn't afford to continue their education
- 13% Health or disability-related problems
- 1% No transportation
- 3% Family obligations
- 0% On waiting list for services
- 0% No postsecondary opportunities / None close to home
- 4% Don't have the necessary skills
- 5% Cite another reason they have never attended a postsecondary education program

SUMMARY OF EMPLOYMENT OUTCOMES

Employment

Two outcomes of employment were considered: "Competitive Employment" is the percentage of youth who have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 20 hours per week for at least 90 days at any time in the year since leaving high school. This includes military employment, and supported employment or a family business if all the criteria of 'competitive employment' are met. "Some Other Employment" is the percentage of youth who have worked or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g. farm, store, fishing, ranching catering).

Employment by Gender, Ethnicity/Race, Disability and Exit Type

60% of respondents are competitively employed, meaning they are employed in an integrated community setting, and earning minimum wage or greater, and work 20 hours or more per week

An additional 5% of respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment"

This table reviews the major employment outcomes of respondents by gender, ethnicity, disability and exit type.

Duplicated Percentage of 2019 Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1830)						
	Respondents (N=1830)		Employed Respondents (n=1489)			
	Paid Employment Over 90 Days	Worked Since Leaving High School but Less Than 90 Days	Work in a Community Setting	Worked 20+ Hrs/Wk	Earns Minimum Wage or Greater	Receives Benefits
Total	75%	7%	98%	82%	94%	26%
Male	76%	6%	98%	84%	94%	30%
Female	73%	8%	98%	78%	93%	19%
White	75%	7%	98%	82%	94%	28%
Minority	73%	6%	99%	81%	92%	23%
ID*	53%	10%	95%	47%	93%	5%
ED*	65%	9%	98%	78%	94%	26%
SLD*	83%	5%	98%	88%	93%	29%
LI*	64%	8%	97%	74%	94%	25%
Diploma	79%	7%	98%	85%	94%	28%
Certificate	45%	9%	83%	50%	83%	25%
Max. Age	42%	7%	95%	18%	91%	7%
Drop-Out	64%	6%	97%	80%	92%	21%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence						

Unemployment

7% of respondents report that they have worked since leaving high school but are *currently unemployed*. Respondents report that they are not working for the following reasons:

- 12% Did not plan to work after high school
- 19% Full-time student / Going to school
- 14% Unable to find work
- 8% Doesn't have the necessary skills or qualifications
- 2% No transportation to work
- 2% On waiting list for services
- 2% Family obligations
- 22% Health or disability-related problems
- 0% Would lose SSI benefits if they worked more
- 5% Laid off / Fired
- 11% Cite another reason they are not currently working

18% of respondents report that they *have not worked* since leaving high school and are *currently unemployed*. Respondents report they are not working for the following reasons:

- 12% Did not plan to work after high school

- 15% Full-time student / Going to school
- 7% Unable to find work
- 5% Doesn't have the necessary skills or qualifications
- 2% No transportation to work
- 0% On waiting list for services
- 0% Laid off / Fired
- 3% Family obligations
- 38% Health or disability-related problems
- 1% Would lose SSI benefits if they worked
- 11% Cite another reason they have not worked since leaving high school

SUMMARY OF ADULT LIVING

Adult Living

The adult living pertains to students' residential arrangements and general community participation, including engagement in activities outside the home, residential independence, and social and civic activities. The ability to live on one's own is believed to be evidence of the ability of youth to perform many common adult tasks.

Living Arrangements

Respondents were asked about their living arrangements.

- One year after exiting high school, 67% of the respondents continue to live with their parent(s).
- 30% of respondents report living independently. Of the respondents who live independently, 3% live alone, 6% live with another family member, 19% respondents live with a spouse or roommate and 1% are in the military.
- 1% report living in institutional/residential setting (e.g. correctional, convalescent, mental health), and 1% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care).
- 0% cite another living arrangement.

Adult Agencies / Support Services

Respondents were asked about their use of adult agencies and support services once they exited high school. Above percentages may not add up to 100% since more than one choice may be chosen for each respondent. Respondents report working with the following agencies:

- 17% Vocational Rehabilitation (VR)
- 10% Social Security Administration
- 10% Department of Workforce Services (DWS)
- 7% College or university student assistance center
- 8% Division of Services for Persons with Disabilities (DSPD)
- 1% Disability law center
- 0% Rehabilitation Services for the Deaf and Hard of Hearing
- 0% Rehabilitation Services for the Blind and Visually Impaired
- 3% cite working with or receiving another type of service from an adult agency

Former Student Comments

Former students were asked what difficulties, if any, they had being employed or attending postsecondary school as they would like. The following are some of their responses.

1. Don't have the money at this point to pay for my education. Do plan to continue my education.
2. Just trying to figure out what I want to do; struggling financially, frustrated about life
3. Trying to hold down a job with his disabilities. Working with various agencies and frustrated with all the "red tape."
4. Still struggling with some life skills like attendance, staying organized, and turning things in on time.
5. I was not prepared for real life. I have had to figure things out by trial and error.
6. Some teaching staff (professors) at the college are not understanding his disability and are not working with him.
7. Communicating face to face with a person. Eye contact. Social skills and making friends with co-workers.
8. No one will hire him due his disabilities and we do not know where to go for help.

What Helped Youth Reach Their Goals

Former students were asked about something positive that happened while they were in high school to help them reach their goals. The following are some of their responses.

1. Building her confidence; that helped her realize she is smart enough and strong enough to do anything.
2. Taught student how to set goals and reach them.
3. His rescues teacher helped him get caught up and make up the credits he was behind in, and talked him into going to summer school so he could graduate on time with his class. She was always there for him and helped him see that there was a light at the end of the tunnel. And with a little hard work and help anything is possible.
4. He had a small engine class which will help him with his future job - diesel mechanics.
5. Swim team boosted his self-esteem significantly. He was also in film class and really liked his year-end film production.
6. Lacrosse team was very positive; his teacher nominated him as student of the month; that increased his self-esteem.
7. Going out and learning about the different kind of jobs I could do was nice.

Post School Outcomes Summary

Duplicated Participation in Postsecondary Education or Training and Employment

This duplicated view represents all the activities in which youth report being engaged within the year after exiting their secondary placement. In addition to the activities of engagement, 16% respondents report they have not participated in any postsecondary education or training or employment in the year following high school, or report being under-engaged or did not know or did not respond to a question, for example, worked less than 90 days, or didn't report a salary range, or did not complete at least one term in a postsecondary program. As a duplicated count, the categories may add up to more than 100% since many youth participate in more than one type of activity.

Duplicated Percentage of 2019 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1830)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	20%	60%	20%	15%
Male	17%	62%	21%	13%
Female	24%	54%	17%	18%
White	19%	60%	21%	15%
Minority	22%	58%	15%	15%
ID*	8%	23%	24%	30%
ED*	18%	51%	15%	13%
SLD*	20%	70%	19%	13%
LI*	22%	47%	22%	17%
Diploma	23%	65%	19%	14%
Certificate	9%	27%	14%	18%
Max. Age	3%	5%	24%	36%
Drop-out	6%	50%	20%	14%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

Unduplicated Indicator 14 Reporting of the 2019 Post High School Outcomes 2017-18 Exiters

Indicator #14 reports the following three data points as an unduplicated count and percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school.

- 20% (359) have been enrolled in higher education within one year of leaving high school.
- 68% (1237) have been enrolled in higher education or competitively employed within one year of leaving high school.
- 84% (1544) have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B)).

The following table represents the categories of data collection for Indicator 14. Each respondent is counted in only one category, and in the highest category.

INDICATOR 14 DATA COLLECTION CATEGORIES: Unduplicated Percentage of 2019 Respondents Participating in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1830)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education	4. Other Employment
Total	20%	48%	7%	10%
Male	17%	53%	8%	8%
Female	24%	39%	5%	12%
White	19%	49%	8%	9%
Minority	22%	43%	6%	11%
ID*	18%	47%	3%	10%
ED*	8%	20%	17%	15%
SLD*	20%	56%	5%	8%
LI*	22%	37%	10%	11%
Diploma	23%	51%	6%	9%
Certificate	9%	27%	9%	18%
Max. Age	3%	5%	23%	20%
Drop-out	6%	46%	8%	10%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

The following table represents the "rolled-up" reporting categories for Indicator 14.

INDICATOR 14 REPORTING CATEGORIES: Unduplicated Percentage of 2019 Respondents Participating in (A) Higher Education; (B) Higher Education or Competitive Employment; or (C) Higher Education or Competitive Employment or Other Postsecondary Education or Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1830)				
	A.	B.	C.	Not Meeting Indicator 14 Criteria
Total	20%	68%	84%	16%
Male	17%	70%	86%	14%
Female	24%	64%	81%	19%
White	19%	68%	85%	15%
Minority	22%	65%	82%	18%
ID*	18%	65%	78%	22%
ED*	8%	28%	59%	41%
SLD*	20%	76%	89%	11%
LI*	22%	59%	81%	19%
Diploma	23%	74%	89%	11%
Certificate	9%	36%	64%	36%
Max. Age	3%	9%	52%	48%
Drop-out	6%	52%	70%	30%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				